**Katie McIntire**

I. **Subject Area:** Social Studies **Grade level:** 4 **Unit Title:** The West

II. **Estimated Time:** This unit will take place over two to three weeks; lessons will occur on a daily basis with overlapping during Social Studies and Language Arts.

III. **Student Population:** There are 22 students; 3 ESL students (2 from Mexico, 1 from Russia) and one student identified with ADHD.

Stage 1 – Desired Results

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| **IV. Standards:** *Identify the national, state, or district standards for this lesson*  **7.1. Basic Geographic Literacy**  7.1.4.A: Describe how common geographic tools are used to organize and interpret information about people, places, and environments.  7.1.4.B: Describe and locate places and regions as defined by physical and human features.  **7.2. Physical Characteristics of Places and Regions**  7.2.4.A.: Identify the physical characteristics of places and regions.  7.2.4.B.: Identify the basic physical processes that affect the physical characteristics of places and regions.  **7.4 Interactions Between People and the Environment**  7.4.4.A: Identify the effect of physical systems on people within a community.  **8.3 United States History**  8.3.4.D: Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of the United States.   1. **Understanding(s):** 2. *Identify the “big idea(s)” of the unit and,*  * The geography of the mountains, deserts, and Pacific states is very unique. Throughout history, people have struggled while learning how to adapt to these environments. Although times have changed and technology has improved, people must still take certain measures to ensure safety and survival in where they live. It is important to also understand time zones and how they work within America. Many people throughout history also took many risks in their travels across America.  1. *Identify specific understandings about the “big idea(s)”*  * **Mountain ranges** (Adapted from: <http://www.woodlands-junior.kent.sch.uk/Homework/mountains/ranges.htm>) * A mountain range is a group or chain of mountains that are close together. Mountain ranges are usually separated from other ranges by passes and rivers. Four major mountains ranges are: Himalayas, Alps, Atlas Mtns., and the Andes Mtns. * **Lewis & Clark Expedition** (Adapted from: <http://lewisclark.net/>) * Lewis and Clark were American heroes and explorers who traveled into unfamiliar territory, the West, while facing unknown people and difficult conditions. Their expedition was about 8,000 miles and lasted 2 years, 4 months, and 10 days. * **Oregon Trail** (Adapted from: <http://www.america101.us/trail/Introduction.html>) * More than half a million people took the travelled the Oregon Trail in hopes of creating a better life in the West. The trail was exceptionally difficult by today’s standards. This route was the easiest way for settlers to get to the West despite the mountains. Some made it all the way to Oregon to find fertile land while others went to California in search of gold. * **Time Zones** (Adapted from: <http://www.funsocialstudies.learninghaven.com/articles/timezones.htm>) * Everyone wants to measure their day with the sun being at the highest point at midday. As a result, scientists broke the world into 24 time zones since there are 24 hours in a day. Within the same time zone, the time is the same. It is different, however, throughout the other time zones.     **VI. Essential Question(s):**  *What questions will foster inquiry, understanding, and transfer of learning?*   1. What is life like for people who live in mountain areas? How do they work, get food and water, and travel? 2. How are mountain ranges throughout the world similar and different? 3. What was the desert region of the United States like before people moved there? 4. How do people survive living in a desert region today? 5. How are deserts throughout the world similar and different? 6. What was it like for early settlers to travel the Oregon Trail to the West? 7. What is it like living in the Pacific states?   **VII. Attitude(s) and Value(s):**  *What positive attitudes and democratic values will students develop?*   * Understanding of sacrifices early settlers made in order to have a better life * Appreciation for the variety of beautiful landforms within the United States * Admiration for how people adapt to their environments * Understanding of how different landforms and the way people live there makes America what it is today   **VIII. Skill(s):**  *1.) What skills related to acquiring, organizing and using information will students*  *develop?*   * Compare similarities and differences * Identify cause and effect * Draw conclusions and make generalizations * Use map skills * Construct charts and tables * Analyze graphs and diagrams  1. *What technological skills will students develop?*  * How to play/load a game on the computer * Reference research * Power Point      1. *What interpersonal skills will students develop?*  * Cooperation and collaborative * Patience * Decision making |
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Stage 2 – Assessment Evidence

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| IX. Performance Task(s):  *Through what authentic performance task(s) will students demonstrate the desired understandings, attitudes, and/or skills?*   * Students will work in groups to develop one of two choice projects. Students can create a concrete model of a mountain range, desert area, or Pacific state region. A one page paper describing the region and its features would also be handed in. Students could alternatively create their own Oregon Trail journey. They would have to make up at least five significant events that took place while they “traveled” the Oregon Trail. Students would create a Power Point with illustrations and descriptions of what happened on the trail and how they handled it.   *By what criteria will the evidence be assessed?*  Rubrics will be used to assess these projects. | Other Evidence:  *Through what other evidence (e.g., quizzes, tests, observations, homework, journals, etc.), will students demonstrate achievement of the desired results?*  *How will students reflect upon and self-assess their learning?*   * Students will create journal entries based on their feelings about traveling the Oregon Trail or going to look for gold in California * Students will pick a mountain range and, as if they were visiting, will write a pretend letter to a parent describing the characteristics * Students will complete worksheets * Teacher observation and checklist of who is participating in class discussion * Students will use reference materials to write short reports |

Stage 3 – Learning Plan

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| X. Learning Activities  **Lesson #1: Title:** *Mountains Around the World* ***(Complete Lesson Plan)***  **Lesson #2 Title:** *People and Mountains*  **Time estimation:** 2 days  **Objective(s):**   1. Describe the goals and experiences of early explorers of the Rocky Mountain region. 2. Explain how the Rocky Mountains divide the continent of North America. 3. Identify the events that led to the settlement of the Rocky Mountain region.   **Description:**  Students will take turns orally reading paragraphs of the section called “People and the Mountains” in their textbooks. When they finish reading about Lewis & Clark, go to the *Discovering Lewis & Clark*  website and show and read to students actual journal excerpts from Lewis & Clark. Ask students to consider why Lewis & Clark took this expedition. Allow students to work in pairs and role play as Lewis & Clark. They can explain in front of the class why they decided to take the journey.  Have students continue reading about how the mountains divide the continent. Break students up into groups of three. Allow groups to choose between which assignments to do. Students can either use reference materials and colored clay to create a model of the Rocky Mountain region including rivers that flow through it or students could use reference materials to learn more about the geologic processes that form the Rocky Mountains and then illustrate or create a PowerPoint on their findings.  **Background Information:** <http://www.lewis-clark.org/content/content-channel.asp?ChannelID=262>  **Teaching & Learning Materials:**   * <http://www.lewis-clark.org/content/content-channel.asp?ChannelID=262> * Harcourt Horizons: States and Regions Textbook * Map of the Western part of the United States visibly showing the Rocky Mountains   **Lesson #3: Title:** *Heading to the Pacific* ***(Complete Lesson Plan)***  **Lesson #4: Title:** *Using a Time Zone Map*  **Time estimation:** 1 day  **Objective(s):**   1. Explain why the world is divided into time zone 2. Read a time zone map   **Description:**  Begin by explaining to students what time zones are and why they exist. Show a map in the front of the room of the country divided into the fourth different time zones. Point to each section and have students repeat the title of that time zone. Try to make a connection with the title and the location of the zone in an attempt to help students remember better.  In order for students to practice reading a time zone map and figuring out times in different parts of the country, give them the Map and Globe Skills: *Use a Time Zone Map* worksheet to complete. Go over answers. Until the end of the period, allow students to create a story about problems people would face if they still kept time by the position of the sun.  **Background Information:** <http://encyclopedia.kids.net.au/page/ti/Time_zone>  **Teaching & Learning Materials:**   * <http://encyclopedia.kids.net.au/page/ti/Time_zone> * <http://www.bing.com/images/search?q=time+zones+of+america&view=detail&id=C98A056A261A620AFEAE9CB5FF9715D4A30B41D3&first=0> **(map of time zones in America)** * Time Zone Map worksheet * Harcourt Horizons: States and Regions Textbook |
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XI. References:

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Berson, Dr. Michael J. (2005). *Horizons: States and Regions.* Orlando, Florida: Harcourt School

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XII. Reflection:

This unit taught students about the western part of America. The learned about different landform such as mountain ranges. They also learned about significant events in history, such as the Oregon Trail and the Gold Rush, that have helped to shape the west into what it is today. Students also learned about time zones and why different parts of the country are on different times. The students really seemed interested on learning about different landforms in America and around the world. They developed an appreciation and admiration for everything that early settlers went through in an attempt to have a better life. They were surprised at how fun it was to pretend to be someone else in history and see events through their eyes. By teaching this lesson, I learned the importance of engaging the students in the lessons and allowing them to interact with one another. That seems to be how the best learning takes place.

 Daily Lesson Plan

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cooperating Teacher’s Approval: \_\_\_\_\_\_\_\_ Date: December 1, 2011

Subject: **Social Studies** Topic: **Heading to the Pacific** Grade: **4th**

Allocated Time: **1 hour and 55 minutes (in two blocks of time; about 55 minutes each)**

Student Population: **22 students; 3 ESL students (2 from Mexico, 1 from Russia) and 1 student with ADHD**

State Standards:

**7.1: Basic Geographic Literacy**

7.1.4.B: Describe and locate places and regions as defined by physical and human features.

**7.2: Physical Characteristics of Places and Regions**

7.2.4.A: Identify the physical characteristics of places and regions.

7.2.4.B: Identify the basic physical processes that affect the physical characteristics of places and

regions.

Goal for Understanding: Students will develop an understanding of what it was like to travel the Oregon Trail in the 1800s and why people chose to do so. They will also understand how the discovery of gold brought even more settlers to what are not the Pacific states.

Instructional Objective (Statement): Students will explain how pioneers reached and settled the Oregon Country and why the discovery of gold brought people to the West using four main ideas.

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| Student Behaviors  Students will consider what belongings they would take with them if they had to travel the trail in the 1800s.  Students will consider the many hardships that pioneers faced and why they still wished to move West.  Students will identify how the finding of gold helped to develop the Pacific region.  Students will reflect on whether or not they would have traveled the Oregon Trail or gone to California in search of gold. | Sources of Evidence  Lists of belongings  Think-pair-share discussion  Class discussion  Journal entry | Criteria for Evaluation  Students will demonstrate understanding of how the pioneers had to be selective on deciding what to take on the Oregon Trail.  Classroom discussion (checklist of who shares ideas)  Students demonstrate understanding of the fact that when many people move to a certain area, making it more populated and developed.  4 main supporting ideas in journal entry |

Teaching to the Objective

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| Estimated Time:  5-10 minutes  40 minutes  -20 minutes  5 minutes  10 minutes  20 minutes  5-10 minutes | Teaching to the Objective  Introduction/Motivation/  Prior Knowledge  -Ask students to consider why people would want to settle near the Pacific Ocean.  -Show a map of America to help students visualize how far where we live is to the Pacific coast.  Developmental Activities:  -Clear desks away and leave space in the middle of the room. Using tape, draw a rectangle on the ground at about 5 x 10 feet.  -Ask students to consider what they would bring with them if they were to travel across the country and could only take what they could fit inside the rectangle.  -When they finish, review the lists with the class. Have each student express why he or she picked the items on their list.  -Explain to students that the Oregon Trail was not as well defined as a road. It started out as no more than a succession of landmarks and rivers that people would follow west. Over the years, thousands of wagons carved out paths for settlers to follow. The end of the trail was wherever a family decided to claim land. There were many risks that accompanied traveling the Oregon Trail such as illness, famine, and attacks from other people. Many families took these risks, however, because they believed life would be better in the Pacific region. When gold was discovered in the West, it gave people more desire to travel west.  -Show the students the videos *Little House on the Prairie* parts 5 and 6. This gives them a better understanding of the hardships people faced moving West and why they were so eager to move at the same time.  -After the video, do a Think-Pair-Share and have students discuss what they thought about the videos.  -Bring the class back together and explain to them that in addition to people traveling the Oregon Trail to reach better land and a better life, many people called “forty-niners” traveled farther South in search of gold. Once gold nuggets were found, work spread like crazy that there was gold in California! People came from the East and from other countries! Most people, unfortunately, did not find gold as they searched.  -Ask students to predict how the discovery of gold would change the Pacific region. Discuss ideas together.  Assessment:  -Have students write a journal entry pretending that they are traveling the Oregon Trail or searching for gold in California. Collect the entries when they are done writing.  Closure:  -Knowing everything they have learned about the Oregon Trail and Gold Rush, ask students if they would still move West if they had lived in the mid 1800s. Why or why not? | Differentiation: Required for each  Section.  -Write ideas on the board.  -Show map in the front of the room.  -Allow students up and out of their seats to stand around the perimeter of the rectangle. This is especially good for kinesthetic learners.  -Allow students to work in pairs to complete a list. Pair ESL students up with students with strong reading and writing skills. Pair student with ADHD up with a student who has a significant interest in social studies.  -Before you speak, tell students (especially auditory learners) to listen for important details.  -Videos display subtitles which will help ESL students.  -Allow students to work in pairs |

Follow-up: Allow students to play the game “Oregon Trail” in the computer lab. They will have to make choices, such as what to take with them, when to leave, and what food to eat, just like pioneers in the 1800s did.

Materials: Harcourt Horizons: States and Regions textbook, tape, computer to watch youtube videos, screen or Smart board, paper to write lists and letters, white board, video: Little House on the Prairie (2005) (TV mini-series), checklist of names

References:

Ford, Katie. (Producer) and Cunningham, David L. (Director). (2005). *Little House on the Prairie.* (TV mini-

series). United States: Disney. Retrieved from http://www.youtube.com/watch?v=biOZbeN-oU0

Harcourt. (2005). *Horizons: States and Regions.* Volume 2.

The Oregon Trail (2011). The Learning Company. Retrieved from

http://www.oregontrail.com/hmh/site/oregontrail/home/trail\_history;jsessionid=850ED4F6BEA210D24

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Technology: computers, Smart board, videos

Reflection/Analysis: Students were really interested in learning about the Oregon Trail and the Gold Rush. The video really helped them to visualize what it was like to travel the trail. They also really enjoyed playing the game “The Oregon Trail” because they were able to make decisions that the pioneers had to make and they could see how their decisions affected the outcome of the game. The students were amazed to see how little people actually took with them on the trail.

 Daily Lesson Plan

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cooperating Teacher’s Approval: \_\_\_\_\_\_\_\_ Date: December 1, 2011

Subject: **Social Studies** Topic: **Mountains Around the World** Grade: **4th**

Allocated Time: **50 minutes**

Student Population: **22 students; 3 ESL students (2 from Mexico, 1 from Russia) and 1 student with ADHD**

State Standards:

Specific Number:

7.1.4.B: Describe and locate places and regions as defined by physical and human features.

**7.2: Physical Characteristics of Places and Regions**

**7.2.4.A: Identify the physical characteristics of places and regions.**

**7.2.4.B: Identify the basic physical processes that affect the physical characteristics of places and**

**regions.**

7.4.4.A: Identify the effect of the physical systems on people within a community.

Goal for Understanding: By learning to identify features of large mountains throughout the world, students will have an understanding of characteristics of those different mountain ranges and how the inhabitants live their daily lives.

Instructional Objective (Statement): Students will identify features of large mountain ranges in Asia, Europe, Africa, and South America. Students will explain how people make a living in mountain ranges around the world.

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| Student Behaviors  In order to learn information about mountain ranges, students will be reading about different mountain ranges throughout the world.  Students will identify basic information on the mountains.  Students will write a letter to a family member pretending that they traveled to a specific mountain range. It will include at least four accurate descriptions of the geographic characteristics of that mountain range. | Sources of Evidence  Students reading aloud and answering questions throughout the lesson.  “Mountains Around the World” worksheet  The letter | Criteria for Evaluation  Mountain chart filled out on the board. (Make note of each person that suggests something to add to the chart by using a checklist)  Check with teacher’s key  Teacher will read letters making sure that they include at least four accurate descriptions of one particular mountain range. |

Teaching to the Objective

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| Estimated Time:  5-7 minutes  30 minutes  10 minutes  5 minutes | Teaching to the Objective  Introduction/Motivation/  Prior Knowledge  - Ask students to predict some ways people around the world would be affect by living in mountain ranges.  - Ask students to name mountains or mountain ranges they know about in other parts of the world.  Developmental Activities:  -Have students take turns reading paragraphs in the text book.  -While the students read, ask them to think about how living in mountain ranges affects people in other parts of the world.  -After the first reading about the Himalayas, ask students the following questions:  *-What is the highest mountain range in the world?*  *-What is the name of the people of the Himalayas?*  *-How do the Sherpa people of the Himalayas depend on yaks?*  -After reading about the Alps, ask the students the following questions:  *-What are some ways the people of the Alps have adapted to their environment?*  *-Look at page 358. How does that house withstand heavy snow?*  After reading about the Atlas Mountains, ask the students the following questions:  *-How is the northern side different from the southern side of the mountains?*  *-What can you determine about the people’s way of life based on the picture on page 359?*  After reading about the Andres Mountains:  *-point out the terraces to students*  *-discuss the photo on page 360*  Assessment:  -Were the students able to answer questions about the different mountain ranges with no problem?  -Give students the “Mountains Around the World” worksheet  Closure:  -Review worksheet.  -Ask students which mountain range they would most like to visit and ask them to share why they would like to go there. | Differentiation: Required for each  Section.  -Write these ideas on the board for everyone to see.  -Have a map of “Major Mtn. Ranges of the World” present in the front of the room. After each section is read, point to the area where each mountain range is located so students can visualize it.  -Have a chart on the board divided into sections: the Himalayas, the Alps, the Atlas Mountains, and the Andres Mountains. As you finish reading each section, write down qualities of each mountain range in the chart.  -Encourage students, who do not usually volunteer, to read or answer questions.  -Allow students to work in pairs to complete worksheet. Pair ESL students up with students with strong reading and writing skills. Pair student with ADHD up with a student who has a significant interest in social studies. |

Follow-up: Ask students to write a letter to a family member pretending that they are visiting one of the mountain ranges. Have them include accurate descriptions of the geographic characteristics, including landforms and climate, of the Mountain region.

Materials: Harcourt Horizons: States and Regions textbook, Mountains Around the World worksheet, paper to write letters, checklist of names

References:

Harcourt. (2005). *Horizons: States and Regions.* Volume 2.

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Reflection/Analysis: Students did not know a great deal about the different major mountain ranges at the beginning of this lesson. They enjoyed learning about the different people and animals of each mountain range. They really liked pretending to be in a mountain range and writing a letter to a family member.

Rubric for Concrete Model Project

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| Descriptor | Value | Score |
| **Group chose a landform discussed in the unit** | **5** |  |
| **Colored clay, paint, and other art supplies were used** | **5** |  |
| **Model clearly represents a specified landform** | **10** |  |
| **At least a one page, double spaced paper is written** | **10** |  |
| **Paper included at least 3 key features of given landform** | **10** |  |
| **At least 3 reference materials were used to write summary paper** | **10** |  |
| **TOTAL POSSIBLE POINTS** | **50** |  |
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| **Rubric for Oregon Trail Project** |  |  |
| **Students create Power Point presentation with pictures and descriptions** | **15** |  |
| **Power Point includes at least five significant events that took place while traveling the trail** | **10** |  |
| **Information on how issues were solved or unsolved is included** | **15** |  |
| **Accurate information is included and at least 3 references were used** | **10** |  |
| **TOTAL POSSIBLE POINTS** | **50** |  |